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大陆与台湾大学教师发展动态与趋势比较研究

A Comparative Study on the Trend and Dynamics of Faculty Development in Mainland China and Taiwan

李莹

指导教师姓名: 范怡红 教授

连进军 助理教授

专 业 名 称: 比 较 教 育 学

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摘 要

近年来,高等教育毛入学率不断攀升,适龄青年接受高等教育的机会逐渐增多。在高等教育大众化的今天,接受高等教育显然已不是人们关注的主要问题,接受高质量的高等教育成为社会各界讨论的焦点,高等教育质量问题逐渐受到重视。大学教师作为教学的主体,其专业素养、教学水平对高等教育质量的提升发挥着不可或缺的作用,大学教师发展成为高等教育质量保障的重要一环。正是基于大学教师发展在理论与实践中的重要性,笔者开展对于大学教师发展的相关研究。本研究旨在对大陆与台湾大学教师发展的动态与趋势进行捕捉,从而促进两岸大学教师发展活动相互学习、借鉴;在此基础上,笔者期望通过本研究能够建构出大陆与台湾大学教师发展理论与实践在未来进行合作、共建的基础。

在本研究中,笔者首先对大陆与台湾的大学教师发展历程进行了回顾与梳理。接下来,笔者依据自身对大陆与台湾大学教师发展总体情况的认知,对各大学发展中心网站信息进行追踪以及与导师一同参观学习之后,初步掌握了大陆与台湾大学教师发展的最新动态。笔者分别从理念、组织机构、管理体制和激励机制、项目四个方面进行阐述。在此基础上,笔者主要使用了文献统计分析方法对大陆与台湾大学教师发展趋势进行预测。笔者对大陆与台湾在 2010 至 2014 年与大学教师发展相关的文献进行了分类统计,除了年度统计之外,笔者从研究主体、研究内容、研究方法、研究视角和研究焦点五个方面进行详细的统计分析。最后,基于对大陆与台湾大学教师发展动态与趋势的研究,笔者对两岸大学教师发展动态与趋势进行总结,并从国家/地区层面、院校层面、教师发展机构层面和教师发展研究者层面提出相应的建议。

通过研究笔者发现,大陆与台湾大学教师发展在历程上存在相似之处,两岸大学教师发展活动均是在国家/地区政策层面自上而下推动起来的,虽然研究者在推动大学教师发展实践活动方面做出了重大贡献,但整个大学教师发展历程基本上受到国家/地区整体环境及教育政策的影响而发展。除此之外,大陆与台湾大学教师发展动态与趋势也存在一定的相似之处。在大学教师发展动态层面,笔者从四个方面研究发现,在理念层面,两岸大学教师发展均呈现出从单纯地引

进国外理念和中小学教师教育理念转向自主探索大学教师发展理念的特征，而在台湾更是出现了教师发展与学生学习共同关注的理念倾向。在组织机构层面，台湾较大陆大学教师发展中心而言，组织机构健全，分组明晰。反观大陆，中国人民大学教师发展中心和浙江中医药大学教师发展中心组织机构的嬗变与创新，体现了大陆大学教师发展中心在组织机构方面的积极探索。在管理体制与激励机制层面，台湾大学教师评鉴制度对教师发展影响颇深，而大陆也正在探索教师管理与教师发展协调并进的运行模式。在项目层面，大陆应学习台湾丰富多样的教师发展项目，在项目设计与实施过程中加入更多思考。

在此基础之上，笔者运用文献统计与分析方法对大陆与台湾大学教师发展趋势进行了研究，文献统计年份是近五年（2010 至 2014 年）在中国知网、谷歌学术、教育研究与发展期刊、台湾师范大学学术典藏以及台湾教育研究资讯网上的硕博士论文、学术文章。研究发现，大陆在研究主体方面呈现均衡化、高层次化发展趋势；研究方法趋于多元化，但仍以逻辑思辨研究为主；研究内容重实际应用轻理论建构；研究视角以教学发展为主；研究焦点集中于“英语”、“美国”、“教学”。台湾大学教师发展研究主体重心下移，助理教授人数上升；研究方法注重实证研究和质性解读；研究内容以教学发展和教师评鉴为主；研究视角以教学发展为主；研究焦点集中于教学发展和教师评鉴。

最后，笔者建议大陆应从政府和院校层面加强与台湾大学教师发展的合作研究与实践，共同探索高等教育大众化背景下的大学教师发展项目。同时，在教师发展机构层面，大陆要向台湾学习其先进经验，健全教师发展组织机构，增加研究人员比重；开展丰富多元的教师发展活动；协调教师管理与教师发展的关系。教师发展研究者要关注教师发展与学生学习的互动关系，以多维视角研究大学教师发展。

关键词：大学教师发展；动态；趋势；台湾

Abstract

In recent years, the enrollment ratio of higher education grow rapidly, school-age youth have more opportunities to accept higher education than before, we have achieved the mass higher education obviously. Under this situation, access to higher education is not a major concern of people, receiving high quality higher education becomes the focus of the whole society. Higher education quality turns to be more and more important. As one key element of university teaching, university teachers' teaching quality plays an indispensable role, thus, faculty development should be considered as an important part of higher education quality assurance. Because of the importance of faculty development in theory and practice, the author conducted a related research of the development of university teachers. This study aimed to capture the dynamics and trend of faculty development in mainland China and Taiwan, and thus, we can learn from each other, draw lessons from each other, promote the development of university teachers. Based on this, the author hopes that we can build the foundation of cooperation between mainland China and Taiwan in faculty development in the future.

In this study, the author reviewed the history of faculty development in mainland China and Taiwan. Then, according to the general situation of mainland China and Taiwan' faculty development practice, add some information she had gathered from the web site of faculty development centers and some investigations she had done with her teacher, the author captured the latest development of faculty development in mainland China and Taiwan. The author described the dynamics of faculty development in mainland China and Taiwan in four aspects respectively, the concept, organization, management system and incentive mechanism and programs. Based on this, the author predict the development trend of faculty development in mainland China and Taiwan. The study mainly used the method of literature statistical analysis. The author analysed the related literature of mainland China and Taiwan from 2010 to

2014, besides the annual statistics, the author analysed these literature in five aspects, including the research subject, research contents, research methods, research perspectives and research focus. Finally, based on the dynamic and trend of faculty development in mainland China and Taiwan, the author put forward some enlightenments and Suggestions, respectively, from the country/region level, school level, institutional level and researcher level.

Through this research, the author found that there are some similarities of faculty development between mainland China and Taiwan, their faculty development activities are both pushed by the country or region policy, although researchers have made a significant contribution to the practice aspect, but the development of university teachers basically pushed by country/region environment and the influence of the education policy and development as a whole. In addition, the dynamics and trend of faculty development in mainland China and Taiwan also have some similarities. The author described these similarities in four aspects: concept, organization, management and incentive mechanism and programs. At the concept level, they both start from introduce the foreign theories and concepts and learn from primary and secondary school teacher training to independently explore the characteristics of faculty development concept, and in Taiwan is the development of mutual concern about teachers' development and students' learning. At the organization level, Taiwan' faculty development centers have clear organizational structures and a clear division of responsibilities. In mainland China, Faculty Development Center of Renmin University of China and Faculty Development Center of Zhejiang Chinese Medical University carried out some evolution and innovation in their organization, reflected faculty development centers in mainland China actively explore in the structure of organization. In the aspect of management system and incentive mechanism, teacher evaluation system in Taiwan had impacted on the faculty development deeply, and mainland China are exploring the mode of teacher management and coordination development in hand. At the project level, China should learn from Taiwan' rich and variety of faculty development programs, add

more thinking in the process of project design and implementation.

Based on this, the author used the method of literature statistics analysed the development trend of mainland China and Taiwan. The literature statistical year is five years (from 2010 to 2014) in CNKI, Google academic, education research and development of periodicals, academic libraries in Taiwan Normal University and Taiwan education research information to realize online thesis and academic articles. This research found that mainland China present high level and balance development trend in research subjects; research methods tend to be diversified, but still give priority to logical theoretical research; emphasized on practical application research contents than theoretical construction; research view is given priority to teaching development; the research focus on the "English", "USA" and "teaching". Taiwan faculty development research subjects gravity down, many assistant professors put themselves into this research area; research methods focus on empirical research and qualitative interpretation; the research content is given priority to development of teaching and teacher evaluation mechanism; research view is given priority to teaching development; research focus on the development of teaching and teacher evaluation.

Finally, the author suggested that mainland China should strengthen cooperation with Taiwan counterparts in faculty development research and practice, to explore more faculty development projects under the background of mass higher education. At the same time, at the organizational level, mainland China should learn from Taiwan's advanced experience, improve the faculty development center, increase the proportion of researchers; implement diverse activities to promote teachers' development; coordinate the relationship between teachers' management and development. faculty development researchers should focus on the interaction of teachers' development and students' learning, research faculty development in multidimensional perspectives.

Key words: faculty development; dynamic; trend; Taiwan

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